DOCUMENT RESUME

ED 051 831 LI 002 891

AUTHOR Weeraperuma, Susunaga
TITLE In-Service Training in Librarianship; A Scrutiny of Current Practices With Proposals for Reform.
PUB DATE 71
NOTE 38p.
AVAILABLE FROM Mr. S. Weeraperuma, 17 Regent Square, London W.C.1, England ($2.43)

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Evaluation, *Inservice Education, *Librarians, *Library Education, *Professional Continuing Education
IDENTIFIERS *Librarianship, Post Professional Study Centre, PSC

ABSTRACT

In-service training is envisaged as an essential to the librarian's post-professional education. The effectiveness of this particular type of training is shown to be complementary to academic library education, which deals with principles and general practice. Specialized practices and the experience in-service training gives, assume a significance which mere theorizing and background knowledge often fail to bring out. In-service training may serve the further and more important purpose of integrating librarians in their profession; of giving them such a wide scope of experience as to awaken in them various otherwise dormant interests, making them efficient relations officers with a well balanced attitude toward theory and practice. Details such as the working out of in-service training in relation to organization, specialization, the question of salary and leave, the choice of libraries and criteria for their suitability, length of time and techniques of training, are discussed and the need for the establishment of a center for the organization, direction and promotion of all aspects of librarians' post-professional education, is dealt with. The functions of such a Post-professional Study Center would include the proper conduct and supervision of in-service training, planning of courses and encouragement of higher standards of achievement. (Author/NH)

ED051831

In-Service Training in Librarianship

A SCRUTINY OF CURRENT PRACTICES
WITH PROPOSALS FOR REFORM

BY

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POETS' AND PAINTERS' PRESS
LONDON, 1971

LZ 002 891

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Printed by Poets' and Painters' Press
146 Bridge Arch, Sutton Walk,
London, S.E.1. England.

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Definition and Introduction

It has been conjectured that in-service training in libraries existed in one form or another since the first occasion upon which some ancient keeper of the archives was assigned an assistant.[1] Writing on behalf of the American Library Association, Russell Shank, Chairman of the In-Service Training Committee of the Library Administration Division's Personnel Administration Section, remarked that 'The committee has established a definition of in-service training to serve as a guide for its activities. In-service training, according to this definition, is planned and organized instruction originated and generally executed by management after an employee enters a job. Its purpose is to increase job knowledge, foster high morale, and to aid employees to perform effectively, apply knowledge properly, and demonstrate ability for future growth or promotion potential.'[2]

The definition of the Library Association's Sub-Committee on In-Service Training distinguished between 'education' and 'training' for librarianship. 'They take "education" as implying the study of the principles and general practice of librarianship, and "training" as implying the imparting by direct methods (which may include lecturing to groups) of informed experience within a specific library system. An example of the published code, training involves the demonstration in practical cataloguing involves the teaching of strict adherence to a published code, training involves the demonstration of local methods of laying out entries, and local variations from the adopted code.'[3]

A significant distinction between formal professional education and in-service training is contained in the observation that 'When libraries conduct classes for candidates for the examinations of the Library Association of Australia, they are behaving like library schools rather than doing in-service training. In-service training is a programme of training deter-

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[1] 'In-Service Training: A Bibliography' by Judith K. Sollenberger Chicago: American Library Association, 1962 p. 1

[2] 'In-Service training in libraries' by Russell Shank *ALA Bulletin* Vol. 55 No. 1 Jan 1961 p. 38

[3] 'In-Service Training' *Library Association Record* Vol. 64 No. 5 May 1962 p. 171

mined and controlled by a specific library to train its own staff... In-service training programmes are controlled by the library in which they are situated. Their conduct is determined by the needs of the library (and in some cases by the pet theories of the staff training officer). The objective of any in-service training scheme is to increase the efficiency of the library which conducts it.'[4] Pet theories too have their rightful place in any liberal system of post-professional education, especially as 'pet theories' may contain new insights derived from research and experimentation.

'In-service training is that given by or on behalf of the library to its own staff It is intended to each [sic] staff members how to do their jobs, to teach them to do their jobs better, or to qualify them for transfer or promotion to other jobs. This kind of training is of major importance (and a major problem) to libraries'[5] This definition narrowly confines in-service training to staff members. In a system of continuing post-professional education, however, the vast majority of in-service trainees would necessarily be in the category of temporary staff members: regardless of whether his status is 'permanent' or 'temporary', every librarian will be entitled to reap the fruits of in-service training.

A satisfactory definition of in-service training is 'management's process of aiding employees to gain effectiveness in their present and future work assignments by providing, planning, and organizing a program of systematic instruction and practice on the job...'.[6] A good definition must include, as this does, the instructional aspect of in-service training.

In the past, in-service training schemes were mostly concerned with the education of non-professional employees. But now that professional education is increasingly and predominantly an activity of library schools, libraries are free to concentrate on furthering post-professional education through in-service training. For all its benefits, in-service training cannot be

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[4] 'In-Service Training or Library Schools' by Jean Whyte *Australian Library Journal* Vol. 5 No. 1 Jan 1956 p. 1

[5] 'Programmed Learning and In-Service Training in libraries' by Theodore C. Hines *ALA Bulletin* Vol 58 No. 8 Sep 1964 p. 720

[6] A quotation from W.H. Tucker 'In-service training in large public libraries'. Unpublished Master's paper, Graduate Library School, University of Chicago, 1941; given in 'In-Service Training of Professional Librarians in College and University Libraries' by Edward A. Wight *College and Research Libraries* April 1949 p. 106

a substitute for either a sound general education or a thorough professional one. Neither is a professional education a substitute for an academic education or vice versa. In-service training attempts to fill those ever recurring gaps in librarians' professional education. In-service training will come to acquire an even greater urgency as formal professional education, owing to the rapidly expanding state of library knowledge, becomes confined largely to a study of principles. 'The modern library school no longer attempts to train students in the wide range of specific skills and duties carried on in libraries of varying types. It is recognized that such training can best be acquired within the specific library situation to which the new recruit goes after graduation. The school's objective is to induct the student into the library profession at large. This changed objective places major responsibility for the development of the new graduate into a successful librarian upon the libraries who hire and continue to employ him.'[7]

The reconciliation of theory and practice in librarianship may be effected through in-service training. 'The trends of library schools toward theory and away from practice has made on-the-job training for new professionals also a necessity.'[8] Many of the principles of librarianship have been derived from generalisations based on observed experience. During in-service training there is imparted the living practice of a profession which may at times conflict with settled theory. Enterprising new experiments and projects are often introduced to in-service trainees: they are brought into contact with new professional trends which have still to be recorded and discussed in the textbooks. The theory and practice of librarianship seldom develop simultaneously: the latter apparently moves ahead and conditions the former. Fortunately, in-service training is firmly based on current practice for in-service training 'needs constant re-thinking and redesigning to fit changing needs.'[9] Theory may be thought of

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[7] 'Continuing Education In Librarianship' (author not known). *Texas Library Journal* Vol 32 No. 2 June 1956 p. 30

[8] 'Staff Development: Programs of In-Service Training in North Carolina' by Elaine von Oesen and Barbara Heafner *North Carolina Libraries* Vol. 19 No. 3 Spring 1961 p. 90

[9] 'In-Service Training' by L.V. Paulin (*In* 'In-Service Training': Proceedings of the 12th Annual Conference, Nottingham, March 20th-23rd 1964. The Library Association. Reference, Special and Information Section, 1964 p. 13)

as the essential core of a recognised body of knowledge, the study of which is an indispensable requirement for all serious students. The techniques of a profession which complement or supplement that core have to be imparted by several methods of which in-service training is a demonstrably effective one.

Principles of In-Service Training

In order to confine in-service training solely to professional activities, the proposed PSC (Post-professional Study Centre) insists on a preliminary requirement for approval: that all libraries applying to have in-service trainees must classify their functions into 'professional' and 'non-professional'. The imposition of extraneous standards such as that of the American Library Association's painstaking demarcation of 'professional' from 'non-professional'; although admittedly providing us with useful insights, is not necessarily relevant to the particular circumstances of each library. The responsibility for classification, then, would fall on each applicant library. Although marginal functions such as book-ordering may fall into either category, nevertheless, there is happily a near unanimity of opinion that certain duties are undoubtedly 'professional' ones: cataloguing and classification, bibliographical research and the responsibility for building special collections.

As no library may reasonably be expected to provide so perfect an in-service training as to dispense with the need for further terms of in-service training; there arises the necessity for librarians to undergo in-service training, not just once or twice, but continually in many different kinds of libraries throughout their professional lives. If post-professional education is a continuing process, it may be asked whether in-service training is an end in itself? In-service training is only one of several means for furthering post-professional studies. Therefore prospective in-service trainees would be acting wisely, if they ascertained at the outset from the offeror libraries, whether they were likely to impart a knowledge of professional matters that are substantially new. Prospective in-service trainees could be assisted in the task of preparation for their courses by considerable briefing in their own home libraries. When the period of in-service training is over, in-service trainees could be required to submit reports co-relating their newly acquired knowledge to their particular jobs: the applicability of the new ideas and techniques is thereby examined.

To ignore the varied backgrounds of in-service trainees would be unrealistic: indeed, the success of any in-service programme may depend on whether it is tailored to suit individual requirements which are determined by factors such as age, health, educational background, special interests and even psychological considerations. 'Since no two communities are exactly alike there should be no single standardized program of in-service training; and any program should be flexible enough to be adapted to the needs of the individual staff member. A safe principle to follow is to "begin where the staff is rather than where you wish it were".'[10]

Some professions have clearly formulated ethics.[11] Librarianship is a new profession in comparison with law or medicine. The norms of professional behaviour are still in the making. The rules of conduct are therefore best learnt by contact with a wide range of librarians in the course of in-service training in different libraries. It is hoped that in-service trainees would learn through the luring examples of their colleagues how to conduct themselves with credit to their profession. In-service training assists the process of successfully integrating librarians into their profession.

In-service training helps the development of the right attitudes to work. Underlying this statement is the assumption that the psychological attitudes to work of librarians are largely shaped by the influence of their immediate professional colleagues. 'An important part of the training programme is the development of the proper attitudes to his employers, to other staff members, to his work and to the public for every employee is a public relations agent.'[12] These attitudes which, incidentally, are more likely to be already formed by the time a librarian achieves full professional status, are, nevertheless, not undeserving of frequent scrutiny and reflection.

In-service training courses help to expose the limitations in librarians' formal professional education. During in-service

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[10] 'Training the Staff in Community Participation' by Violet F. Myer *Wilson Library Bulletin* Vol 24 No. 8 April 1950 p. 603

[11] In law, for example, The Inns of Court and the Law Society rigorously enforce their respective codes. *See also* W. W. Boulton's 'A Guide to Conduct and Etiquette at the Bar of England and Wales. . .' 4th ed. 1965

[12] 'In-Service Training' by Gladys Shepley (*In* Canadian Library Association. Proceedings: 'Thirteenth Annual Conference, June 13th-19th 1958 Chateau Frontenac, Quebec, P. Q. p. 43)

training, fortunately, many librarians have been rudely awakened from their sense of smug complacency. 'I would like to think now about the purpose and nature of in-service training for the professional cataloger who is a recent graduate of a library school. In addition to learning the local habits and customs, we presumably are going to try to encourage, at least, the continuing of the professional education started in library school. This is rather a large order. Understandably enough, the recent graduate may think he is fully educated — and for keeps. One thing we need to do is to persuade the young cataloger that his professional education has just begun.'[13]

In-service training, if periodically undertaken, cannot but assist in restoring a certain pragmatic balance to the thinking of those librarians who are excessively theoretical. 'The librarians working in a library are more closely in touch with the practice of the profession. They are not likely to become lost in wandering mazes of speculation, for ever at their backs they hear the ringing of the telephone and the creak of loaded distribution shelves. This applies to teachers and pupils alike. Through contact with the daily problem of the library — even with the daily pile of books to be catalogued — the teacher of cataloguing can produce an endless variety of *actual* problems, and the teacher of reference can illustrate with *real* queries.'[14]

In-service training courses often have the advantage of including practical instruction in many fields of librarianship. By a careful selection of in-service training courses a librarian could either become an 'all-rounder' or a specialist, depending on individual preference. In-service training courses could be designed to include those fields of librarianship which may happen to be either inadequately covered or altogether neglected by the existing library schools. Thoughtfully planned in-service schemes provide generously both time and opportunity for the exploration of in-service trainees' special areas of interest: the Library of Congress, for instance, has an 'Annual Recruiting Program for Outstanding Graduates of Library Schools'[15] which

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[13] 'In-Service Training and Decision-Making in the Catalog Department' by Margaret C. Brown *Library Resources & Technical Services* Vol. 5 No. 1 Winter 1961 p. 83

[14] 'In-Service Training or Library Schools' by Jean P. Whyte *Australian Library Journal* Vol 5 No. 1 Jan 1956 p. 2

[15] 'Professional Internship: A Program and a Proposal' by Celianna I. Wilson *Library Journal* Vol. 88 No. 11 June 1 1963 p. 2201

is 'an in-service training program lasting six months, during which work training assignments are given in the Order and Serial Record Divisions, Exchange and Gift Division, Descriptive Cataloging, Subject Cataloging, General Reference and Bibliography Divisions. Four weeks is the maximum time spent in any one area, and the new recruit then works in an area of his choice for six weeks.'[16]

In-service training programmes ought also to reflect sufficiently the research objectives which would be an essential part of the post-professional education of librarians. The objectives underlying in-service training in industry, by contrast, are not necessarily orientated towards research and/or scholarship. 'The most elementary type of employee training in any job, whether manual or otherwise, is that which was developed to a high degree during World War II — the so-called Training-within-Industry, a four-step method of teaching involving preparing the trainee for training; showing him how the job is done; requiring him to perform the job under supervision; and putting him to work and checking his performance.'[17]

It is unreasonable to overrate the cost in terms of staff time expended in in-service training. Qualified librarians are likely to have a quicker understanding of library problems than raw junior assistants: the former require less time and effort than the latter in training. In-service trainee librarians, being themselves professionals, should be able to discharge satisfactorily those tasks which are allocated to them. If viewed in this light, in-service trainee librarians would be seen as useful assets, not unavoidable liabilities, in the running of libraries.

The study of the organisational structure of a library is assisted by the provision of information regarding an in-service trainee's colleagues and their responsibilities. The in-service trainee's place in the scheme of things ought to be clarified. The reading of an in-service trainee should include the annual reports for the last few years; all the significant library publications; and most importantly, the staff manual. When an in-service trainee moves around the various departments of a library, at least three beneficial consequences are inevitable. First, the in-service trainee begins to understand the work of each department in relation to the entire service.

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[16] Ibid.

[17] 'In-Service Training: A Bibliography' by Judith K. Sollenberger Chicago: American Library Association, 1962 p. 4

Second, the in-service trainee can discover special fields of interest for future specialisation. Third, the in-service trainee is temporarily compelled, though not necessarily in a spirit of reluctance, to do unfamiliar work in new surroundings: activities which help to dispel ignorance concerning the problems associated with these jobs. The methods selected for the performance of the different jobs together with the reasons underlying their choice need elucidation. The practice of giving reasons would help to remove from library procedure that element of uncritical sanctimony which has often stood in the way of its thorough scrutiny. In-service trainees might prove that the adduced reasons are faulty and even venture to suggest superior alternative practices.

In order to make in-service training attractive, it is hoped that all in-service trainees would be treated by their host libraries as permanent members of staff, so that they would be entitled to all the rights and privileges that are usually attached to permanent positions.[18] Sick leave and vacation leave ought in all fairness to be proportionate to the period an in-service trainee serves. The question of superannuation contribution poses certain difficulties for the host library. One solution would be for the in-service trainee's library to ignore his temporary absence when calculating the period of service for entitlement to superannuation while also requiring him to continue making superannuation contributions regardless of which library he happens to be serving As regards the payment of salaries during in-service training, the safest policy is for libraries to continue to pay the salaries of the absent in-service trainees in the normal way as if the in-service training programmes were not in operation.

The aims of a library will be better appreciated if the in-service trainees are introduced to the community of readers served by the library.

A favourite criticism of in-service training is that 'Learning by experience and on-the-job, however carefully supervised, is in some cases too slow and (since it involves individual tuition) too expensive to be practicable. Whenever there are enough

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[18] 'A trainee position is a regular planned position, with obligations on the part of both parties. It is not a haphazard part-time arrangement made up of second-level pay, second-class privileges, and second-best performance.' 'Work-Study Programs — Recruiting Breakthrough'? by Lowell A. Martin *Library Journal* Vol. 82 No. 19 Nov 1 1957 p. 2745

people who need to be taught the same information, skills or attitudes, it is more efficient and more economical to teach them as a group.'[19] It cannot be helped if in some cases in-service training is too slow: there is no uniform rate of assimilation of knowledge and it is the hall-mark of a flexible and imaginative in-service training scheme to make provision for individual differences. Incidentally, in an age with an almost neurotic accent on speed, a strong case could be made out for training courses that are slow, leisurely and relaxed for mature professionally qualified persons in particular. While it may be conceded that group instruction is more economical, both in terms of staff time and money, than individual tuition; on principle, monetary considerations ought never to weigh too heavily when one discusses the problems of post-professional education. There is the favourite argument that the enhanced value of a profession resulting from continual study by its members is difficult to estimate in monetary terms. If individual instruction is clearly more effective and superior to group instruction, then the former is to be preferred, regardless of costs. Modern society is increasingly conditioned by financial pressures. It is for the librarians, as the guardians of the world of knowledge, to set an example that they, at least in their thinking — regardless of the practical implications — are not prepared to compromise on a matter that is educationally so vital for their profession. Once the principle of in-service training for all librarians is accepted; the question of the financial feasibility of implementing that principle, though not unimportant, ought not to loom too large in a discussion of principles.

Choice of Libraries

Discussing in-service training, J.C. Harrison observed that 'in Denmark, as in all the Scandinavian countries, there are certain libraries approved for this purpose — libraries which are recognized as being capable of providing adequate practical experience because of their resources.'[20] Harrison was considering

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[19] 'In-Service Training' by John Balnaves *Australian Library Journal* Vol. 13 No. 3 Sep 1964 p. 121

[20] 'Education for Librarianship and Professional Status: Retrospect and Forecast' by J. C. Harrison (*In* The Library Association. Proceedings, Papers and Summaries of Discussions at the Harrogate Conference, 17th to 20th September 1957 p. 34)

student librarians. With professionally qualified librarians, however, it seems unnecessary to insist on very exacting requirements from libraries as a pre-condition for determining their suitability for having in-service trainees.

It has been observed by reference to the training of doctors jointly by medical schools and hospitals, that 'Joint responsibility would give the schools a chance to concentrate on grounding professional librarians in the principles and literature of librarianship.'[21] It raises the question of having teaching libraries in the manner of teaching hospitals, a not unlikely possibility which calls for caution in at least four respects: First, teaching libraries might tend to duplicate the work of library schools. Second, the understandable popularity of teaching libraries might lead to the by passing of non-teaching libraries by prospective in-service trainees. Although specialisation is very much the order of the day, in-service trainees might get a distorted picture of the world of libraries by concentrating on specialised teaching libraries and avoiding non-specialised ordinary ones. Third, ordinary libraries would miss the beneficial impact of having many different in-service trainees. Fourth, the burden of providing in-service training is likely to get concentrated on the better equipped libraries.

When the special problems arising from the conducting of in-service training programmes in small libraries were considered, it was remarked that although 'certain types of training can be carried out advantageously in these libraries, the stimulation of working and conferring with other librarians, under the leadership of experts, is not easily available.'[22] This supposed shortcoming of small libraries is not, however, borne out by the facts, for often the librarians of small but specialised collections are either experts in their particular subject fields or are well on the way to becoming such.

With reference to the debate over the suitability of libraries from the point of view of their size for conducting in-service training — as though the size of a library alone could be regarded as a fool proof criterion for this purpose — it may suffice to record several representative opinions.

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[21] 'Training the Staff in Processes' by Phyllis Osteen *Wilson Library Bulletin* Vol. 24 No. 8 April 1950 pp. 598-599

[22] 'In-Service Training: A Bibliography' by Judith K. Sollenberger Chicago: American Library Association, 1962 p. 9

A strong case was made out for the suitability of large libraries for in-service training:

'One criticism levelled at the Washington internships is that NLM is so large and unique that a period of internship there does not fit a librarian to work in any other American medical library... The question becomes: Does an internship in a large library really give the wrong training for working in a small one? I can hardly believe this...'

'It is my contention that the smaller the library into which the individual is finally to go, the more extensive must his education be. An acquisitions assistant, a cataloger, a reference or circulation librarian in a large institution needs to be trained primarily in those fields alone. Moreover, he has others at hand to consult, should he desire advice and help. If he makes a mistake in purchasing something useless, his budget will not be hopelessly awry; if he catalogs a book incorrectly, the error will probably be caught before it does too much damage; if he cannot locate the answer to a question asked him, he can pass it on to a colleague for further work. The librarian of a one-man library, on the other hand, must be a generalist and must do all things alone. He needs to know of every labor-saving device, every tool of every kind which can help him. He is under a grave necessity to choose the one system best suited for his particular needs and to expend his often limited budget in a way which will give the most desirable results. A theoretical knowledge of many systems and many sources of information is, it seems to me, a *sine qua non* of good work in a small library, and it is my contention that an internship in a large library is more likely to give him this insight than either an internship or an ordinary beginning job in a smaller library, just as the very volume of the work in the larger institution will expose him to most of the problems of the field.'[23]

W.C. Berwick Sayers favoured small libraries for 'a librarian is made in a small library because there he has the chance, in turn, to do every task the ordinary library affords.'[24]

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[23] 'Continuing Education for Medical Librarianship: A Symposium: Internships as Continuing Education' by Estelle Brodman *Bulletin of The Medical Library Association* Vol. 48 No. 4 Oct 1960 pp. 410-411. *See also* the section on 'Internships'.

[24] 'In Large, or Small, Libraries?' by W. C. Berwick Sayers *Library World* Vol. 56 No. 659 May 1955 p. 182

Russell Shank, writing about the situation in the U.S.A., thought it 'impossible for nearly all of the many small libraries in this country to have in-service training programs of their own. Very small libraries are extremely hard pressed to spare the time of the person who needs training. Certainly most of these libraries lack both the skilled trainers who can conduct the training and much of the training-aid resources which may be found in larger libraries.'[25]

John Balnaves, writing about the situation in Australia, thought that 'In the strict sense of training in and by the institution, programmed in-service training is hardly possible in a small library. But many small libraries belong to groups of libraries which have a similar purpose and which have, or could reasonably by expected to have, similar practices.'[26]

It is a problem that 'where in-service training in libraries is most needed, it is least likely to exist, let alone be planned and effective. This is, broadly speaking, the situation in smaller libraries not part of federated systems, in small special libraries with one or two staff members, and in almost all school libraries. In the school and public library situations, the problem is primarily caused by a failure to develop a proper (that is, larger) administrative structure; it is nonetheless very real and important.'[27] The theory of having a common in-service training scheme for a group of libraries presupposes a near uniformity in the procedures and practices of the individual libraries which compose that particular group. In reality such groupings rarely exist. The cause of post-professional education may get frustrated if in-service trainees get pushed into a Procrustean bed of a common in-service training scheme because, clearly, every library needs a different scheme that is adapted to face a different bibliographical-cum-environmental situation. If the library procedures and practices everywhere were identical, or at least nearly so, it may seem pointless for a librarian to undergo in-service training more than once.

It is arguable that the distinction drawn between 'small' and 'large' libraries is irrelevant as the basic procedures in all

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[25] 'In-service training in libraries' by Russell Shank *ALA Bulletin* Vol. 55 No. 1 Jan 1961 p. 40

[26] 'In-Service Training' by John Balnaves *Australian Library Journal* Vol. 13 No. 4 Sep 1964 p. 122

[27] 'Programmed Learnig and In-Service Training in libraries' by Theodore C. Hines *ALA Bulletin* Vol. 58 No. 8 Sep 1964 p. 721

libraries are about the same. This contention, even if factually correct, hardly throws new light on the problems of post-professional education, for all qualified librarians may reasonably be expected to have already a knowledge of these basic procedures without having to resort to in-service training. In small libraries, professional contacts are likely to be frequent, informal and even intimate. The links with readers are better forged in small libraries which, like small grocery stores, have that personal touch which one misses in supermarkets. Librarians have to accept the diverse world of libraries, eschewing snobbish and pedantic distinctions; especially because libraries are bibliographical organisms growing in time: what is 'small' today will be 'large' tomorrow. But assuming for the sake of argument that libraries are static institutions; as post-professional education is planned as a recurring feature of the professional lives of all librarians, periods of in-service training in libraries of varying sizes cannot but cancel out the real or supposed disadvantages that are attributable to any particular size of library.

Period of In-Service Training

As in-service training schemes are seldom identical in every respect, it is difficult to stipulate an optimum time limit for their duration. The period will have to be determined by factors such as the number and complexity of departments to be covered, the size of the library and, of course, the rate of learning of the in-service trainee concerned. Rushing an in-service trainee through a work schedule would probably result in poor assimilation. Work schedules are no more than flexible guides. 'It is conceded that a department staff member should be well informed as to the resources of the department, but to become a valuable part of the institution's staff he must be well informed as to the resources of the whole library. Therefore he should have as long a period of orientation as is practicable. To accomplish this, he should spend some time in each department. Thus he will learn something about the scope and limitations of the various parts making up the whole.'[28] The proviso 'as long a period of orientation as is practicable' calls for clarification. So long as an in-service trainee adheres to the final dead-

[28] 'Training the Staff for Professional Participation' by Thomas L. Mayer *Wilson Library Bulletin* Vol. 24 No. 8 April 1950 p. 601

line, it seems immaterial if he happens to spend too long a time in one department or skips through another: certain sections of the library may have little that is new to teach him. With due regard to considerations such as the non-disruption of work in the library or the legal provisions in contractual agreements, the period of time originally allocated ought preferably to be modifiable.

Techniques of In-Service Training

The conventional methods of group instruction through classes and lectures[29], are likely to become unpopular with mature librarians if overdone. It is hardly necessary to stress the importance of having frank discussion on such occasions. Those responsible for instruction might find it more tactful to replace the traditional instructional-pedagogic approach by one that is informal and friendly. 'Actually, the Catalog Department in the Free Library of Philadelphia has both kinds of in-service training: formal for professional members of the staff who do not work in the Catalog Department and informal for all those who do. Our formal program is a lecture given by a cataloger, usually about once a year, to those professional staff members at the Central Library who have joined our staff since the last time the lecture was given. The idea of giving this lecture grew out of an awareness that our professional staff members were not only not getting all the information they could from the catalog, but, because they were unfamiliar with some basic principles and policies related to the construction of the catalog, they spent valuable time searching for information that was not there. The lecture is designed to explain to the new staff member the peculiarities of our main catalog, the kind of information the catalog contains and some guidance as to how this information can be found, and, especially important in our case, the limitations of the catalog. The content

[29] 'The Memphis Public Library has inaugurated a series of lectures by staff members with considerable experience in library work, for all staff members, to prepare them to give better service. The lectures will be held every two weeks for approximately nine months.'
'In-Service training in libraries' by Russell Shank *ALA Bulletin* Vol. 55 No. 1 Jan 1961 p. 40

of such a lecture is determined, of course, by the local situation.'[30] Introductory talks are helpful for in-service trainees but seem inadequate unless supplemented with reading materials, especially because not all librarians are good speakers. 'It would be best ... if the librarian himself spoke on the library, his library, and its place in the town or county — in relation to other departments, to readers, to ratepayers and to bodies with similar cultural and educational functions. Other members of the staff could make their contributions on the actual running of the library from day to day, and on the national, local and special pattern of library provision. The programme of lectures could be wound up by junior members who do the routine jobs, the reservations, the overdues, and the like, telling the rest of the staff just how they do their allotted tasks and how the rest of the staff can help in carrying out the work successfully.'[31] Intricate systems of procedure, however, are seldom fully comprehended by listening to talks alone: staff manuals, for instance, have to be frequently consulted. At the outset, when in-service trainees are slowly absorbing impressions of their new surroundings, it would seem inconsiderate to rush them through a rapid succession of talks which often tend to leave them bewildered. The process of learning is qualitatively and quantitatively enhanced by providing for reasonably long intervals between these talks for rest and reflection.

Lionel R. McColvin proposed an ingenious method of initiation. 'Very soon the new entrant must be given much the same kind of general view of the library as, ideally, we should give to new readers — show how the library is arranged, how it may be used, how to set about finding what it provides, how to get what one wants; what facilities exist, and so on. If, for example, it so happened that at that time a party of school leavers were being shown how to use the library, let the new junior join the party — and after it had gone let the leader have a private session with the junior, amplifying, explaining, answering questions. I can think of no better initiation than this. Let the initiate see the library just through the eyes of a user, let his first difficulties and complexities be the same

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[30] 'In-Service Training and Decision-Making in the Catalog Department' by Margaret C. Brown *Library Resources & Technical Services* Vol. 5 No. 1 Winter 1961 p. 82

[31] 'Going into Training' by S. M. Jarvis *Librarian and Book World* Vol. 49 No. 10 Nov 1960 p. 185

as the users.'[32] This method of initiation deserves consideration because it is commonly used with persons other than junior assistants. It is admittedly important to observe a library from the users' standpoint; the snag, however, is that one cannot always wait for the accidental circumstance of a group visit. A more realistic approach calls for a state of preparedness to organise, when necessary, special initiation programmes for every in-service trainee.

Some libraries have the commendable practice of circulating among their staff members reports and articles (usually photo-copies) pertaining to recent advances in librarianship which are directly or indirectly related to their work. After reading, each staff member is expected to sign in the circulation list. As to what proportion of librarians sign without reading is unknown. It was observed, however, that some librarians tended to regard these occasional spells of professional reading either as irrelevant to their day-to-day work or as pleasant diversions. So long as these items are neither too voluminous nor too frequently circulated, the practice of reading them may not disrupt the tempo of work in a library. This practice amounts to an in-service training technique that alerts librarians to new developments which are potentially capable of increasing their efficiency.

Where the purpose of a library is primarily to serve an institution of which it is an adjunct, an in-service training course ought to provide opportunities for a thorough familiarisation with that institution's various activities: for instance, it has been suggested that the in-service training of a medical librarian should be supplemented 'by attendance at hospital staff meetings, observation of surgical operations, post-mortems, and the audition of pathological conferences. Motion pictures presenting medical and surgical subjects are helpful. She is fortunate indeed in having all of these avenues available to her and should have no hesitation in making use of them. Recognizing the advantage of these opportunities to her, the administrator and members of the professional staff should let it be known that she is welcome and, indeed, expected at these meetings whenever it is possible for her to attend. Such understanding cooperation will put her on the alert and also go far to

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[32] 'Some Thoughts on Staff Training' by Lionel R. McColvin *Library Review* No. 110 Summer 1954 p. 350

increase her store of knowledge and her skill in searching out desired material for her clientele.'[33]

In cases where 'in-service training may involve professional projects based on the needs of the library'[34], is an host library necessarily acting selfishly? The availability of opportunities for participation in projects could, on the contrary, attract interested librarians. By working in projects librarians acquire a training in investigation methods. In keeping with the voluntary character of post-professional education, involvement in projects ought preferably to be a matter for the sole decision of the in-service trainees concerned.

The experience of the Illinois State Library in providing a forty-foot mobile in-service training unit, a 'Library Laboratory' specially designed and equipped to serve as a classroom on wheels, deserves emulation by the proposed PSC. The Illinois 'Library Laboratory' was believed 'to be the first library mobile unit designed for teaching and for exhibit purposes.'[35] The modified Library Laboratory of the PSC would contain a changing exhibition of the latest technical equipment ('gadgets') that are likely to be of use in libraries. It is not too optimistic to expect that, at least a part of the expense of establishing and maintaining such an unit, would be borne by the manufacturers and distributors of the articles exhibited, in which they understandably have a direct commercial interest. A mobile exhibition of this kind would go a long way towards keeping in-service trainees and others informed of recent developments in library technical equipment.

Although Walker had sub-professionals specifically in mind, there is no reason why the medium of films should not play a more significant rôle in the post-professional education of librarians, as in the following commendable attempt to impart some of the fine considerations to be remembered in book selection: 'One of the major problems to overcome is that such a small amount of time is available to the trainee for reading. One instructor solved this by using films connected with a

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[33] 'In-Service Training: A Guest Editorial' by L. Margueriete Prime *Bulletin of the Medical Library Association* Vol. 37 No. 4 Oct 1949 p. 364

[34] 'In-Service Training at Work' by John S. Richards *Wilson Library Bulletin* Vol. 14 No. 8 April 1940 p. 566

[35] 'Public Library Development Project' by Harold J. Rath *Illinois Libraries* Vol. 44 No. 3 March 1962 p. 193

subject area and saying to the class: "Imagine that the film you've seen is a book which we have all read. What uses do you see for this title in your library? What other subject areas does it cut across? To whom would you recommend it? What other books would you suggest if the patron liked this title?" '.[36] The usefulness of films and slides for instructional purposes in the simpler library tasks cannot be overlooked. The mechanical equipment in a library such as photocopying machines and computers are best explained by practical demonstrations of their use.

Staff Manuals

Not even the excellence of a staff manual can replace the living experience of an in-service training course. Staff manuals, even at their best, are only useful adjuncts to these courses. 'Staff cannot be taught by such a manual, but new staff find a written code of practice a useful aid to the memory, if nothing else, and in the event of a serious error of procedure no-one can plead ignorance.'[37]

Oral instructions are prone to be more easily forgotten than printed ones. Presumably, librarians as a general rule have more reliance on the printed word and also possess unusually sharp visual-perceptual faculties. Staff manuals often state only the bare rudiments of library procedure, leaving the detailed information to be gleaned from in-service training courses and other available means. 'According to Mrs. Kathleen B. Stebbens, Personnel Director of the Detroit Public Library, "The more you can give the new staff member in writing (so that he may refer to this material at his leisure) about the library, his duties, the code which your library follows, etc., the better employee you should have. Nearly everyone starts a new job trying to please. Just make sure that he is familiar with your regulations." This presupposes, of course, proper job analysis and classification of positions in the library itself . . . '[38]

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[36] 'In-Service Training for Subprofessionals' by H. Thomas Walker *ALA Bulletin* Vol. 59 No. 2 Feb 1965 p. 137

[37] 'In-Training' by R.G. Griffin (*In* 'In-Service Training: Proceedings of the 12th Annual Conference, Nottingham, March 20th-23rd 1964. London: The Library Association. Reference, Special and Information Section, 1964 p. 31)

[38] 'The Library School and the Employer' by Sister Francis Dolores *Canadian Library* Vol. 13 No. 5 April 1957 p. 209

It may be argued that, in view of the professional backgrounds of in-service trainees, elaborate staff manuals are more or less superfluous. While it is generally true that professional men are quicker at grasping the intricacies of procedure in a new library than non-professional ones; it is, nevertheless, an observable trait in many librarians that they delight in raising meticulous points — perhaps on account of their training in cataloguing and classification — and hence the importance of preparing minutely exhaustive staff manuals. 'Showing, telling, and doing are the most effective methods for teaching routine jobs, but written instructions must be provided so that they can be reviewed and studied. A staff manual explaining policies and routines in detail has been prepared by the head of the Circulation Department. It is easy to understand, and is illustrated with sample cards and forms. Employees are required to study it before and after their on-the-job training.'[39]

A satisfactory staff manual ought to be comprehensive enough to cover every known and likely library problem. It is better to err on the side of providing too much information than too little. Lucid and comprehensive notes, supplemented by explanatory examples, would promote a greater understanding of librarianship, which in turn would stimulate criticism and investigation. 'A word of warning about staff manuals: unless a manual is kept up to date, throw it out! It takes time, patience, and a constant alertness on the part of its compiler to keep up with the changes and new services but it is an invaluable teaching aid as well as a primary source for the initiated. The first time you were alone at a desk, didn't something turn up that had never been explained to you? Did you have any place to turn for guidance? An indexed staff manual often saves the situation and stimulates a genuine feeling of confidence.'[40]

The frequent drabness of many a staff manual could be eliminated through the judicious inclusion of sections on library history, library policy, the community of readers and even of biographical notes on staff members. The pages could be brightened with photographic plates of library treasures, if any, of rarities such as incunabula or illuminated manuscripts. An

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[39] 'Training Circulation Assistants' by I. T. Littleton *Southeastern Librarian* Vol. 6 No. 2 Summer 1956 p. 84

[40] 'Training the Staff to Understand Library Policies' by May Virginia Valencik *Wilson Library Bulletin* Vol. 24 No. 8 April 1950 pp. 597-598

useful appendix to a staff manual would be diagrammatic folders which indicate the various library routines relating to acquisitions and loans, answering inquiries, compiling library statistics and the like. Another appendix, consisting of a résumé of the classification scheme in use with the main schedules illustrated in diagrammatic form, also deserves inclusion for its potential popularity. Since staff manuals have to be continually brought up-to-date, a preference is expressed for loose leaf binders which permit the easy insertion and withdrawal of amendments while also ensuring their safety. There is no reason why the improved quality of staff manuals, resulting from implementing the suggestions contained herein, should not result in such publications becoming valued as indispensable textbooks for the furtherance of post-professional education.

Work Schedules

The use of work schedules is recommended for all libraries that are desirous of taking in-service trainees. The existence of work schedules is a reasonable guarantee against disorderly and slipshod training. Work schedules are designed to give practical expression to the principles of in-service training. Work schedules indicate the course of events in in-service training programmes. By a faithful adherence to a well planned work schedule, even when the planned order of events gets temporarily disarranged owing to an unforeseen event such as an illness, it is ensured that all the important aspects of a library's activities are introduced sooner or later to an in-service trainee. 'To insure training that is complete and systematic, a list of all the routines and topics a new assistant must know was prepared. This schedule is really an analysis of the job into its units and consists of forty detailed procedures and topics the trainee must learn.'

'When a new worker is employed, a supervisor teaches him each of these by showing and explaining to him each step and by letting him perform each routine under supervision. As a step is completed, the instructor writes his initials opposite its description on the Training Schedule, to indicate that that phase has been completed. The supervisors, then, are assured that the steps have been taught in a logical order. Any staff member in the department, by consulting an assistant's schedule, can determine the progress of his training. This enables one

instructor to begin where another stopped, if work schedules make this necessary.'[41]

In the arrangement of a work schedule, instruction in policies ought preferably to take priority over instruction in procedures, for the latter are an application of the former. In any efficient and thoughtful planning of work schedules, two matters in particular cannot be overlooked. First, it is necessary to ensure that every in-service trainee is familiarised with the detailed procedures of each department. Second, it is perhaps even more necessary to make certain that an in-service trainee acquires that sense of right perspective by relating the activities of the various departments to the work of the library as a whole. 'We have in mind training each staff member to handle the duties of his own position in the most efficient manner; familiarizing him with the importance of acquisition work and its place in relation to all other departments of the library; presenting some orientation in the work of all other members of the division in which the individual works in order that the various members of the division may be mutually helpful; and giving a fairly detailed knowledge of the operations of all other divisions of the department and operations of other departments of the library as they affect the Acquisition Department . . . In essence, then, our program was designed to give each staff member the best possible training in the duties he was expected to perform, and to give him the whole picture of acquisition work as far as possible in order to prepare him for promotion within this library or to positions elsewhere.'[42]

It is hoped that in future work schedules will provide sufficiently long periods of time for in-service trainees to read and reflect in. A certain amount of reading is, of course, fortunately unavoidable in abstracting, cataloguing, classifying and indexing assignments. It is thought that the unsystematic and incidental reading methods of the past should give way to a more positive approach. During in-service training, librarians ought ideally to be encouraged to read at least the more important works in their special collections. It is hardly necessary to point out that librarians who know the contents of their books

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[41] 'Training Circulation Assistants' by I. T. Littleton *Southeastern Librarian* Vol. 6 No. 2 Summer 1956 pp. 82-83

[42] 'In-Service Training in Acquisition Work' by George B. Brown *College and Research Libraries* Vol. 12 No. 1 Jan 1951 p. 30

are better equipped to help their readers and especially research workers. 'A very thorough survey of the collection should be given by a staff member who knows it expertly. To depend on the individual to learn it solely through use or self-orientation is apt to result in a sketchy coverage and leave him unprepared in many areas. Outstanding basic books should be discussed and reading assigned. Recognizing authors and titles is helpful but knowing the contents of books means more to research workers. This is one phase of the training which is best scheduled over an extended period of time to allow for reading and absorption. Sometimes a library has a special collection of archival materials, or other items shelved separately. What classification is used, and is it one with which the trainee is familiar? If not, the main outlines need to be stressed. Are there any special files or indexes in the library? More than a quick tour is needed to fix these things clearly in mind and make the new staff member feel confident in his knowledge.'[43]

The allocation of many varied assignments, as a principle of time-table arrangements, cannot but help to sustain interest and avoid monotony. A satisfactory work schedule should include visits even to a library's far flung branches and book stores. Work schedules, like staff manuals, have to be frequently revised as a safeguard against obsolescence.

Reports

The need to assess the performance of in-service trainees is important: first, in their own individual interests; and second, in order to effect improvements in in-service schemes that might otherwise be overlooked. Each in-service trainee should be required to submit a report relating to his training period. These evaluatory accounts should also contain discussions of the potential applicability of newly acquired information and techniques in the in-service trainees' own libraries. In the expression of views, critical remarks should be welcomed and encouraged; indeed, in-service trainees could be expected to suggest improvements in the schemes in question. These reports would be deposited at the PSC for consultation by interested persons. The contents of these reports would also provide stimulating data for the PSC's periodical surveys of in-service

[43] 'In-Service Training for Government Librarians' by Elaine Woodruff *Special Libraries* Vol. 44 No. 2 Feb 1953 p. 50

schemes in operation throughout the country. Every in-service trainee would be obliged to present a copy of his report to the library concerned which, over a period of time, would happily find itself with a growing collection of such reports. It is expected that these reports relating to in-service training would also contain, as incidental features, commentaries on the workings of the libraries concerned.

The frank disclosures in these reports would assist the PSC in its task of evaluating in-service training schemes. Russell Shank has pointed to the inadequate research on evaluating library in-service training programmes.[44] The data collected by the PSC inspectorate could be used in conjunction with these reports in order to investigate the possibility of introducing reforms in the theory and practice of in-service training.

Internships

Internships are a form of in-service training and have been described as a 'form of practical instruction-with-pay'.[45] Although internships are a form of in-service training, 'the intern is not necessarily being trained for a particular job or even for permanent employment in the institution where he undertakes his internship'.[46] Francis R. St John's definition of internship is unsatisfactory for it is too broad: 'supervised, planned training which allows the application of full theoretical training to actual, varied practice.'[47] As a definition it is more applicable to in-service training and fails to differentiate 'in-service training' from 'internships'. The terms 'internship' and 'in-service training' have to be distinguished from 'apprenticeship' which usually means 'learning in service without previous theoretical training'.[48] Happily, apprenticeship as a means of training for librarianship is fast disappearing, thanks to the growth of a sophisticated system of professional education via the library schools. Throughout this book, therefore, the term 'internship'

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[44] 'In-Service training in libraries' by Russell Shank *ALA Bulletin* Vol. 55 No. 1 Jan 1961 p. 41

[45] 'Education for librarianship' by J. Periam Danton Paris: UNESCO, 1949 p. 72

[46] Ibid.

[47] 'Internship in the Library Profession: a report presented to the A.L.A. Board of Education for Librarianship' by Francis R. St John Chicago: American Library Association, 1938 p. 8

[48] Ibid.

refers only to post-professional education. Internships are particularly relevant to any discussion on post-professional education as engagement in an internship would only follow the 'completion of formal professional schooling'.[49] It is unfortunate that some writers have used 'in-service training' and 'internship' almost synonymously. The following description, for instance, of an internship is not different in essentials from that of an in-service training scheme: 'An internship in a library is a period of supervised experience specifically designed to give the trained but inexperienced librarian a well rounded working view of the field. It reaches this goal by varied assignments throughout the library, by formal and informal discussion of the specific tasks, the reasons for the work, the methods chosen, and the ends sought, as well as by comparing these methods and ends with others, and by providing for the study of the fundamental component of the library, its literature.'[50] Between these two types of training a fine distinction has been drawn: 'In-service training is education for a particular job, internship, education for any job in the field'.[51] In practice, however, internships frequently acquire the character of in-service training programmes, for both types of education are necessarily conditioned by the varying policies and circumstances of the libraries concerned.

What is the optimum period for an internship? The duration of many internships seems to fluctuate between nine months and a year. As in the case of exchanges between librarians, it is difficult to be dogmatic about time limits. First, much would depend on the intricacies of the position to be mastered by an intern; second, subjectively viewed, individual capacities to assimilate all that has to be known and understood in relation to positions seem incalculably variable. Therefore it is hoped that the periods of time for internships would be allocated flexibly, even if this policy results in a certain amount of administrative inconvenience for the libraries concerned.

Writing on the advantages of medical internships, Francis

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[49] 'Education for librarianship' by J. Periam Danton Paris: UNESCO, 1949 p. 72

[50] 'Continuing Education for Medical Librarianship: a Symposium: Internships as Continuing Education' by Estelle Brodman *Bulletin of the Medical Library Association* Vol. 48 No. 4 Oct 1960 pp. 408-409

[51] 'Continuing Education for Medical Librarianship: a Sypmosium: Internships as Continuing Education' by Estelle Brodman *Bulletin of the Medical Library Association* Vol. 48 No. 4 Oct 1960 p. 409

R. St John observed that 'the contacts made with men already well established in the profession preserves the spirit of co-operation for which the medical profession is noted'.[52] This statement is no less true of library internships because librarianship, like medicine, is also unavoidably a social relations vocation. The spirit of cooperation gets fostered through the many personal links that are inevitably forged during internships.

The institution of internships has been regarded as an intellectually stimulating force for both intern and non-intern librarians. 'The library systems will be revivified by the constant questioning of the interns. The staff will endeavour to brush up its theory in order to be a step ahead of the interns'.[53] It can never be a loss if no answers are found to the questions and the criticisms of the interns: any activity which is deemed to provoke thought may be reasonably assumed to further the cause of education. Is there a risk of rifts between interns and non-interns; 'them' and 'us'; 'the rest' and 'the establishment' — whichever way the conflict is formulated? It is thought that sharp differences of opinion, something not unknown among librarians, are, in any case, neither to be feared nor avoided. One of the enlightening themes of John Stuart Mill's celebrated essay 'On Liberty' is the possibility of truth emerging from the scintillating clash of ideas. Ideological differences, however, are unlikely to take a violently intransigent turn because, in the envisaged system of post-professional education, every librarian will be continually and periodically undertaking courses of study so that the non-intern of today becomes the intern of tomorrow: a scheme which, among its other merits, will encourage among librarians a greater degree of ideological tolerance, sympathy and understanding. It is thought that by having to work regularly, interns would pose questions based on actual situations in libraries as opposed to hypothetical ones. That interns are capable of making contributions to their host libraries deserves more recognition: 'the majority of department heads involved found that the intern's contribution was an

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[52] 'Internship in the Library Profession: a report presented to the A.L.A. Board of Education for Librarianship' by Francis R. St John Chicago: American Library Association, 1938 p. 16

[53] 'Internship in the Library Profession: a report presented to the A.L.A. Board of Education for Librarianship' by Francis R. St John Chicago: American Library Association, 1938 p. 26

added and unexpected asset'.[54] It is, however, the responsibility of the host libraries to give their interns every encouragement to pursue post-professional studies, regardless of whether such pursuits are likely to be immediately or potentially beneficial to the hosts.

It is thought that an intern should be paid a salary commensurate with his experience and qualifications. He is not a second-class librarian, especially if he happens to do the same types of work as the regular staff of a library. The rôle of a host library vis-a-vis its interns may not rightly be regarded as the merely passive one of instruction. An intern's special interests deserve encouragement. 'Being aware of my interest in information storage and retrieval, I was sent to Cleveland in April 1962 as the library's representative to the conference on "Information Retrieval in Action" sponsored by Western Reserve University. This kind of encouragement and support is indicative of the lengths to which the library went to give the intern sound educational and professional opportunities throughout the year'.[55]

Clara W. Herbert regarded 'an internship in various libraries in which the particular service was highly developed'[56] as a means of furthering specialisation: for example, an intern ready for specialisation in the duties of a readers' librarian would 'doubtless profit by studying the methods used both at the central library and at branch libraries in New York, and at the Cleveland, Washington, Milwaukee or other libraries where the advisory service has been highly developed'.[57] Gone are the days when a librarian was expected to be a jack-of-all-trades. Versatility in librarians, however useful and desirable, is becoming a less indispensable asset in a specialised world of experts. Libraries are fast acquiring the character of complex networks of departments. The many facets of a librarian's duties are also becoming highly specialised, which is an inevitable trend in a profession that is assuming an increasing complexity. This tendency toward specialisation needs to be viewed with caution lest specialist librarians over-rate their special interests. A chief librarian with specialised interests

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[54] 'Professional Internship: A Program and a Proposal' by Celianna I. Wilson *Library Journal* Vol. 88 No. 11 June 1 1963 p. 2203

[55] Ibid.

[56] 'Personnel Administration in Public Libraries' by Clara W. Herbert Chicago: American Library Association, 1939 p. 93

[57] Ibid.

might tend to subordinate, indeed even neglect, all other departmental interests for his own favourite professional pursuits. A specialist librarian might fail to retain an integrated view of the entire library service. On the other hand, a specialist intern may beneficially influence a library which is deficient in the particular field in which he happens to be a specialist. The ideal compromise, therefore, ought to reconcile the interests of the specialist intern and the non-specialist libraries offering internships. It is suggested, therefore, that every third or fourth internship of a specialist librarian could be deliberately confined to libraries which specialise in subject fields other than his own. Since the success of a system of post-professional education largely depends on its voluntary or non-compulsory character, interns ought, ideally, to have a free hand, subject to guidance by the PSC, in their selection of libraries. 'The internship should be so arranged that the student may specialise in the particular kind of library work which interests him most'.[58]

The writing of reports is recommended as a means of ensuring that the period of internship is properly and profitably spent. It is suggested that the existence of stipulations requiring the preparation of papers or reports by interns relating to their work cannot but stimulate a greater interest in them and a more methodical approach to their work. The responsibility of having to submit such statements will be a powerful deterrent against an abuse of internships by interns. Francis R. St John suggested that those who had served internships deserved recognition through the issue of certificates. 'This certificate might be issued by the library where the training is carried on; by the library school from which the intern was graduated; by the American Library Association; or, in those states where certification of librarians is possible, some state system might be worked out. In any case, the real recognition will come from librarians who realize the benefits of this system of training. Recognition may take the form of better positions for the recipients of this extra training. Distinctive recognition in the form of a certificate issued preferably by the American Library Association would be a point to work toward but is not a necessity in the develop-

[58] 'Internship in the Library Profession: a report presented to the A.L.A. Board of Education for Librarianship' by Francis R. St John Chicago: American Library Association, 1938 p. 29

ment stage of library internships.'[59] Since internships are envisaged as a regular feature in the career of every librarian, the implementation of this suggestion may result in librarians collecting numerous certificates. An awkward situation might ensue with librarians becoming collectors of certificates, in addition to books. Elsewhere, in the section 'Post-professional Study Centre (PSC)', is explained a simpler system: through the allocation of credits or merits it will be possible to estimate the extent of a librarian's post-professional education at any given moment. Merits are allocated according to a decided scale which recognises periods of internship successfully completed or special achievements such as, for example, linguistic ability or the range and/or degree of subject specialisation. These PSC records will be available for consultation: employers, for instance, would find useful information when deciding on promotions, granting privileges or extra financial rewards in recognition of post-professional studies. It is not unknown for libraries to offer permanent positions to promising interns, an understandable and at times an unavoidable practice, which, however, ought not to divert attention from the all important consideration that internships are primarily and essentially a means for furthering post-professional education and only secondarily recruiting devices.

It is difficult and dangerous to generalise from the experiences of a few isolated interns but they may be representative of those of a large body of interns in various libraries. One intern had the unfortunate and indeed humiliating experience of having to perform menial library tasks most of the time. These tasks involved the dusting of books and shelves, effecting book repairs and pasting newspaper clippings. Such duties, which obviously have a necessary place in the efficient running of libraries, are, nevertheless, to be condemned when allocated to qualified librarians. First, it is an affront to as well as an exploitation of professional persons to be required to waste their training on unskilled jobs. Second, such practices cannot but diminish the status of librarians in the eyes of the outside world at a time when they are pressing for more recognition as a learned profession. Third, the allocation of unskilled jobs to skilled persons, apart from constituting

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[59] 'Internship in the Library Profession: a report presented to the A.L.A. Board of Education for Librarianship' by Francis R. St John Chicago: American Library Association, 1938 p. 30

a waste of valuable man-power resources, causes inevitably in the interns concerned a sense of personal bitterness and frustration. Fourth, and most importantly, the intern concerned consequently added hardly anything substantial to his post-professional education. Five interns from a library in London were interviewed. One complained that the internship was so uninteresting as to dissuade her permanently from librarianship as a career. There was unanimous disapproval of the fact that only some aspects of library work were covered; and that the duties allocated, more often than not, consisted of secretarial, clerical and other monotonous manual operations. Even the little that was imparted by way of instruction, thought three of the interns, could have been mastered within the first month instead of during an year. Although a certain amount of routine work is inevitable in librarianship as in many other walks of life, nevertheless, there can be no justification for the library authorities' view that the daily repetition of certain mechanical operations (e.g. charging and discharging loans) constituted valid 'library experience'. These disturbing features underline the importance of establishing a Post-professional Study Centre (PSC).

Post-professional Study Centre (PSC)

There is a pressing need for the establishment of a centre for the organisation, direction and promotion of all aspects of librarians' continuing education. That internships are properly conducted will be ensured by the PSC: first, through the stipulation of minimum standards to be observed by libraries desirous of training interns; second, through a vigilant supervisory inspectorate; and third, through the general superintendence of all internships throughout the land. The institution of the PSC would ensure that only competent libraries are permitted to have interns. The PSC will keep a perpetual vigil so that the system does not degenerate into a means of enabling irresponsible libraries to secure cheap professional labour. After having clearly laid down the basic requirements for an internship, the PSC would proceed to approve only those schemes submitted by libraries that satisfy these conditions. The PSC would send an officer to review the training programme as well as to inspect the available facilities in an applicant library. The granting of a certificate of approval will depend on a satisfactory report by such an officer.

Some of the basic conditions to be satisfied by libraries desirous of having interns are the following:

(1) The duration of internships to be of a stipulated minimum period;
(2) Interns' salaries, hours of work, vacation and sick leave and other conditions of employment to be decided as though interns were permanent members of staff;
(3) Interns to be trained progressively to assume increasing degrees of responsibility;
(4) Interns, being qualified librarians, not to be required to perform non-professional duties;
(5) Interns to be provided with supervised experience in at least the major departments of the libraries concerned, if not all.

After having surveyed the resources of the libraries which indicate an interest in having internship programmes, the PSC would specify in each case the maximum number of interns permitted during a given period. This figure would not be reached arbitrarily but with due regard to relevant statistical factors: for instance, the availability of professional staff to undertake supervision. The PSC computer would be helpful in finding places for prospective interns by matching them with suitable libraries. Their special preferences, and subject interests in particular, would receive due consideration in the computer processing of data. With reference to the organisation of in-service training, the need for institutionalised planning has long been recognised. It has been aptly observed that the 'Reluctance on the part of librarians to undertake a program of in-service training, even in job processes, undoubtedly is due not to a lack of conviction as to its benefits, nor to unwillingness to use the time it takes, but to a lack of the confidence which comes only with knowing what to do and how to do it. Librarians . . . cannot always apply techniques found in a book to practical work situations. Evidently, therefore, some plan needs to be worked out whereby all sizes and kinds of libraries may receive help in preparing their staff members in processes, as well as in other forms of in-service training.'[60] The PSC would

[60] 'Training the Staff in Processes' by Phyllis Osteen *Wilson Library Bulletin* Vol. 24 No. 8 April 1950 p. 600

guide every interested library in the planning, preparation and execution of in-service training schemes. It is a tribute to the resourcefulness of British librarians that even without centralised direction many isolated in-service schemes sprang up. Apart from fostering the growth of new schemes, the PSC would also co-ordinate the efforts of all the schemes. The purpose of centralised direction is not to bring about a dead uniformity of practice everywhere. It is thought that centralised direction would help to promote the observance of minimum standards. Furthermore, centralised direction makes possible the quickened communication of improvements to libraries. At the verbal level, the extent of communication will be helped through the evolution of a common professional jargon. Through their presence in libraries, the PSC supervisors would assist in the planning and running of in-service training schemes. These persons do not constitute a superior inspectorate who have to be feared but rather a body of friendly guides whose suggestions are permissive but not mandatory.

The PSC's main responsibilities with reference to in-service training, would consist in the outlining of the courses with the assistance of the libraries concerned; the provision of materials such as books, films and other instructional aids; the organisation of the work of the supervisory inspectorate and the task of evaluation. Through publicity media, the PSC would draw the attention of the library profession to the existence of opportunities for professional development. The PSC would analyse and then proceed to publicise the details of the available information relating to the in-service training schemes in existence throughout the country. A computer would be used to match the vacancies in libraries for in-service trainees with the applications from librarians. Basing the allocations on subjects, the PSC will earmark in-service training places in special libraries for those librarians who have expressed an interest in subject specialisation. 'In-Service training in special libraries is not different in method or goals from that in other libraries; added factors, however, enter into it, since the librarian or library assistant has to master the knowledge and techniques not only of librarianship but also of a special field of knowledge.'[61]

The national centre for the training of supervisors of in-

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[61] 'In-Service Training: A Bibliography' by Judith K. Sollenberger Chicago: American Library Association, 1962 p. 9

service training schemes would be the PSC. Among the advantages resulting from this arrangement, as against sharing the work of training with libraries, are the following: First, libraries could effect financial savings by the avoidance of duplication: many libraries can ill afford the money and staff time expended on training supervisors. Second, through the centralised direction and control of the training of supervisors there is the possibility of the evolution of common standards, practices and terminology in the field of in-service training. Third, through their receiving a common instruction, especially in matters of policy, there is every chance that the supervisors would collaborate in building up an integrated policy of post-professional education with a special concern for in-service training. Through the vigilance of the supervisors and the observance of the prescribed minimum standards, the PSC would strive to safeguard the interests of both in-service trainees and libraries alike. Without adequate supervision, there is a real temptation for libraries which are generally hard pressed for money and staff, to reduce in-service training schemes to cheap-labour rackets. Similarly, unless a watchful eye is kept, over-worked librarians are unlikely to be above the temptation to regard periods of in-service training as occasions for spells of inactivity.

Perhaps the most valued and useful attribute that could be expected of a supervisor is a capacity to stimulate thought on professional matters. Mature librarians are more likely to prefer supervisors with whom they can thrash out problems in a friendly and enquiring spirit. The word 'supervisor' seems an unfortunate misnomer that is suggestive rather of a pedagogic disciplinarian who has constantly to watch over his students for their mischievous ways. An ideal supervisor, however, is no more than a guide; he is one who is honestly aware that he is himself never beyond the need for continual post-professional education.

Several parties would collaborate in the evaluation of in-service training schemes. The difficult discipline of objective evaluation would be attempted by the in-service trainees in their reports. Still the major responsibility would fall on the nucleus of the whole system of post-professional education — the PSC. It is prudent to have one evaluatory body than several, which might result confusingly in the application of conflicting criteria which, in turn, would necessitate further clarification and evaluation. 'Evaluation techniques are expensive to perform,

and difficult to report'.[62] By concentrating the task of evaluation in the hands of the PSC, the library world as a whole would also be saving the expenditure that would otherwise be entailed in evaluation through the laborious efforts of many libraries. 'The program of evaluation should be co-operative and continuous in nature, consisting of records and reports; rating scales for single activities, personality evaluation, and planned projects; anecdotal records kept by both student and supervisor; samples of work; and evaluation conferences'.[63] Evaluation may take many forms ranging from critical comments to complex statistical surveys. Unless there are systems of evaluation mistakes are liable to get perpetuated; besides, evaluation systems have beneficial effects in at least two ways. First, in-service trainees as well as supervisors will be deterred from being guilty of neglect by the knowledge that they might emerge in an unfavourable light. Second, the evaluatory research of the supervisors would provide valuable data for the formulation of future policies. Through the media of questionnaires it is possible to collect information relating in-service trainees' attitudes to work and efficiency before, during and after their training programmes. These facts would form the basis for research into the effectiveness of in-service training schemes with the object of introducing reforms.

The PSC would be in a position to publish instructors' guides, manuals, models of in-service training schemes and work schedules. Interested libraries could modify the suggestions in these publications to suit local conditions. It has been observed that 'the imposition of an external standard upon the essentially flexible and adaptable nature of in-service training could only do harm. Each programme of in-service training must, if it is to succeed, be exactly tailored to the needs of the institution or service within and for which it is conducted'.[64] That an imposed external standard 'could only do harm' [65] is an exaggerated fear. While it is true that too many regulations could frustrate the spirit of creative experimentation; it is, nevertheless, considered a prudent course

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[62] 'In-service training in libraries' by Russell Shank *ALA Bulletin* Vol. 55 No. 1 Jan 1961 p. 41

[63] '... Theory and Supervision in the High School Library' by Emanuel T. Prostano *Library Journal* Vol. 81 No. 10 May 15 1956 p. 1223

[64] 'In-Service Training' by John Balnaves *Australian Library Journal* Vol. 13 No. 3 Sep 1964 p. 122

[65] Ibid.

to stipulate minimum standards. Among other advantages, minimum standards would act as a check on the abuse of in-service training schemes and prevent the exploitation of in-service trainees.

It is possible that, as a general rule, librarians will not be too eager to undergo post-professional education without some incentive in the form of reward and/or recognition. This gives rise to the need to devise a system for calculating the extent of post-professional studies actually undertaken by librarians. It is proposed that the PSC should maintain for all librarians, records of their merits. Thus at any given time the total of merits would indicate numerically the extent of post-professional education undertaken by a librarian. The PSC would allocate extra merits for the more difficult accomplishments. A system of merits, although admittedly a rather inexact yardstick, would, nevertheless, considerably lessen the irrational element which is ever-present in human judgment. Merits will be credited only for post-professional studies undertaken *after,* and not before, the obtaining of professional status by librarians.

Some of the achievements deserving of merits are the following:

(1) Every exchange undergone;
(2) Every in-service training course undergone;
(3) Every new language learnt as evidenced by a formal qualification;
(4) Every post-professional qualification obtained;
(5) Every non-professional qualification obtained which has a direct or indirect bearing on librarianship;
(6) Every contribution to the literature of a subject other than librarianship;
(7) Every contribution to the literature of librarianship.

Systems of merits are not without snags: the private studies undertaken by scholar-librarians, for instance, perhaps in the privacy of their homes, may pass unnoticed and therefore unrewarded. Some might choose to refrain from providing any evidence of their learning in the tangible forms of either obtaining qualifications or having their work published.

In-service training, or planned instruction while already employed, is envisaged in this monograph as an essential to the librarian's post-professional education. The effectiveness of this particular type of training, implying as it does the direct involvement in specific methods and different situations in a large range of libraries, is shown to be complementary to academic library education, which deals with principles and general practice.

Specialised practices and the experience in-service training gives, assume a significance which mere theorising and background knowledge all too often fail to bring out. The one is but the necessary continuation of the other. In-service training may serve the further and more important purpose of integrating librarians in their profession: of giving them such a wide scope of experience as to awaken in them various otherwise dormant interests and, perhaps, even talents, thus making them efficient relations officers with a well balanced attitude toward theory and practice.

Details such as the working out of in-service training in relation to organisation, specialisation, the question of salary and leave, the choice of libraries and criteria for their suitability, length of time and techniques of training, are discussed.

Finally, the need for the establishment of a centre for the organisation, direction and promotion of all aspects of librarians' post-professional education, is dealt with. The functions of such a Post-professional Study Centre would include the proper conduct and supervision of in-service training, planning of courses and encouragement of higher standards of achievement.

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